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to the table of many teachers in the public schools and academies of the country. There is just a suspicion that the thought of cheapness in price may have led to the use of a poorer quality of paper than is desirable in a production of permanent value, but subsequent editions may be looked for to remedy what seems the greatest defect in the book.

FRANCIS W. SHEPARDSON

THE UNIVERSITY OF CHICAGO

The Elements of Physics. For use in high schools. By HENRY CREW, Ph.D. The Macmillan Company.

THIS book is so very unlike the ordinary high-school text-book in physics that it demands the careful consideration of everyone interested in the subject. As an elementary text-book, it possesses the merit of being strictly what its title indicates. That is, it deals with fundamental principles only.

The author emphasizes the fact that "physics should be taught in the same manner to the boy who is preparing for college and the boy who is not," and he accordingly begins at once to prepare the boy for college physics. As might be expected under such circumstances, the book contains rather an unusual amount of symbolic language and a somewhat large number of technical terms. The discussion of scalar and vector quantities is certainly an innovation in high-school physics, and it is probable that the rule for vectors on page 7, presented without a demonstration, will strike the average high-school student as a surprise. Such discussions as the one on the distinction between *angular speed* and *angular velocity* and the representation of angular velocity by a straight line are wholesome, but there may be some doubt as to whether or not the high school will take kindly to them. On the whole, there may be some doubt about the book fitting easily into its place in the high school; but the fault is as much with the school as with the book.

Dr. Crew is not a mere text-book maker, but a thorough physicist and a most successful teacher. In the present work, the arrangement of the subject-matter is admirable, the style is most pleasing, and the entire work is characterized by mathematical accuracy and clearness. The constancy with which the author requires the student to *think*, may almost be said to place the book in a class by itself. The introduction of a group of carefully selected problems at the end of each

discussion is a feature of great merit. Some of the answers are incorrect, but that is an insignificant matter in the first edition of a work of this kind.

As an introduction to theoretical physics, or as a college preparatory text-book, this work is superior to anything else in print; and it enjoys the unique distinction of being the first of its kind in the high-school field. There ought to be a great demand for such a book, if high-school teachers and students can be led to recognize its real value.

A. C. LONGDEN

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Lessing's Minna von Barnhelm oder Das Soldatenglück, with introduction and notes by STARR WILLARD CUTTING, Ph.D., Associate Professor of German Literature in the University of Chicago. New York: The Macmillan Company, and London: Macmillan & Co., Ltd., 1899.

SIMPLE style, careful delineation of human life, subtle charm, genial humor, national character, patriotism, these are the qualities that made *Lessing's Minna von Barnhelm* the first great German comedy. The constantly increasing number of annotated editions attests its unique position in German literature and its undying popularity. Of the editions prepared for English-speaking students, Professor Cutting's has the best and most complete equipment. His introduction is divided into three parts. The first makes brief mention of the political and literary condition of Germany before the eighteenth century, and explains Gottsched's service to German literature; the second, based largely upon the *Hamburgische Dramaturgie*, discusses Lessing as dramatist and dramatic critic; the third treats of the genesis, time and place of action, plot, characters, structure, and language of *Minna von Barnhelm*. The introduction ought to contain, also, a chapter on the historical background. The text is supplied with notes, bibliography, and index. For school purposes a vocabulary would also seem essential. With due acknowledgment free use has properly been made of the extensive *Minna* material. The notes are good; one has the feeling that they have been prepared by a teacher who is acquainted with the real needs of the student. The book will certainly inspire students with a desire to know more about Lessing.

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